



MEETING OF THE BOARD OF DIRECTORS

Hybrid Meeting hosted from the District Office - 4640 Barger Drive

Wednesday, January 22, 2025 – 6:00 p.m.

Join Zoom:

https://bethel-k12-or-us.zoom.us/j/89834695350?pwd=FS_tTjTiqP_fgg2wrBpjz8edrLxWUw.OmQ1aG8_a53n0zhV

Passcode: 004659

Or

Phone number to listen: 1.253.215.8782

Webinar ID: 898 3469 5350

Passcode: 004659

Executive Session per ORS 192.660(2)(d) – Labor Negotiations – Toward the end of the meeting. *At the end of the Executive Session, the Board will call the Regular Session to order and open to the public.*

AGENDA

6:00 PM PRELIMINARIES – ESTIMATED TIME: .75 HOUR

1. **Call to Order: Caleb Clark, Chair**
2. **Pledge of Allegiance**
3. **Approval of Minutes & Work Session Notes**
4. **School Presentation: Clear Lake Elementary School**
5. **Student Representative Reports: KHS and WHS**
6. **Delegations and Visitors**
Public comment will be taken in-person, via Zoom, or in writing.
 - For in-person comments, please complete the Intent to Speak card prior to the start of the board meeting.
 - For comments via Zoom, please complete [this form](#) prior to the start of the board meeting.
 - Written comments to the board can be submitted anytime at publiccomment@bethel.k12.or.us. Board members will have access to written public comments submitted by noon the day of the board meeting.

6:45 PM BOARD BUSINESS – ESTIMATED TIME: 1.5 HOURS

1. **Sports/Activities Update: Bill Wagner**
2. **Annual Audit Report: Andrea Belz**
3. **Financial Statement: Andrea Belz**
4. **Review Budget Calendar: Andrea Belz**
5. **OSBA follow-up letter**

6. Superintendent's Report

- a. Oregon School Board Appreciation Proclamation
- b. Long-Term Budget and Facilities Committee
- c. Welcoming Schools
- d.

7. Policy Update, 1st Reading

- a. AC – Nondiscrimination – *Updated to reflect new language*
- b. JEB – Early Entrance – *No changes*
- c. JEC – School Admissions – *Updated to reflect new language*
- d. JED – Student Absences and Excuses – *No changes*
- e. JEDA – Truancy – *Updated to reflect new language*
- f. JEFB – Release Time for Religious Instruction – *No changes*
- g. JFC – Student Conduct- *Updated to reflect new language*
- h. GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements – *Updated to reflect new language*
- i. JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements – *Updated to reflect new language*

8.

8:15 PM CONSENT AGENDA – ESTIMATED TIME: 5 MINUTES

- 1. Personnel Action Resolution No. 28

8:20 PM ACTION ITEMS – ESTIMATED TIME: 10 MINUTES

- 1. Adopt policies JFD, JEB, JED , and JEFB Resolution No. 29
- 2. Approve 2025-2027 Lane ESD Local Service Plan – Year One Resolution No. 30
- 3. Authorize agreement to designate Clear Lake as a Resilience Hub Resolution No. 31
- 4. Budget Committee Openings and Timelines Resolution No. 32
- 5. Approve FY 2024 Audited Financial Statements Resolution No. 33
- 6. Approve Long-Term Budget and Facilities Committee appointments Resolution No. TBD
- 7.

8:30 PM INFORMATION AND DISCUSSION – ESTIMATED TIME: 5 MINUTES

- 1. Bagels with the Board, Friday, February 7, 7:30am, Meadow View
- 2. Airport Rotary Foundation Dinner & Auction, Friday, March 7, 5:30pm, Valley River Inn
- 3. BEF Adult Prom – Denim & Diamonds, Saturday, March 8, 6:00pm, Shadow Hills Country Club
- 4.

8:35 PM BOARD ACTIVITY UPDATE – ESTIMATED TIME: 5 MINUTES

1.

8:40 PM REVIEW OF NEXT MEETING: WEDNESDAY, FEB. 12TH @ 5:30 PM

Work Session: Student Engagement and Belonging: Dan Hedberg

8:40 PM EXECUTIVE SESSION – ESTIMATED TIME: 20 MINUTES

The Board will meet in Executive Session per ORS 192.660(2)(d) to discuss labor negotiations.

Adjourn Executive Session and Return to Regular Session

9:00 PM ADJOURNMENT

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MINUTES
BETHEL SCHOOL DISTRICT #52
BOARD OF DIRECTORS
NOVEMBER 13, 2024

The November 13, 2024 meeting of the Board of Directors was held in person and was remotely accessible via Zoom.

ATTENDANCE

Board Members: Robin Zygaitis, Curt Nordling, Drae Charles, Paul Jorgensen, and Chair, Caleb Clark

Absent: Debi Farr and Ashley Espinoza

District staff and presenters: Superintendent Sproles, Assistant Superintendent Calalang, KHS Student Representative Jared Flores, Alisha Dodds, Andrea Belz, Logan Grasseth, Kristin King, Anita Kolendar, Kristin Hiner, Jonny Cooper, Deborah Holte, Talor Kirk, and Jill Busby

CALL TO ORDER

Chair Clark called the November 13, 2024 meeting of the Board of Directors to order at 6:02 p.m.

PLEDGE OF ALLEGIANCE

Director Jorgensen led the Pledge of Allegiance.

ACTION ON MINUTES

Chair Clark presented the Minutes from the October 30, 2024 Board Meeting and asked for additions or corrections. Hearing none, the Board approved the Minutes as submitted.

STUDENT REPRESENTATIVE REPORTS: KHS AND WHS

See [video recording](#) at 0:00:50 for this presentation.

KHS Student Representative Report: Jared Flores

Jared shared updates from Kalapuya, including highlights from a recent potluck, a reminder about the Ruby Bridges walk happening tomorrow morning, and the student-led conferences scheduled for next Friday. Jared also mentioned a successful food pantry and clothes closet event, along with recent extracurricular activities including mountain biking and rock climbing. Additionally, the CTE class recently visited the H.O.P.E. Project.

Superintendent Sproles commented on Kalapuya, emphasizing the strong connection between home and school as a key factor in its success.

WHS Student Representative Report: Brea Montgomery

Brea was not available to provide a report.

Director Charles arrived at approximately 6:09 p.m.

DELEGATIONS AND VISITORS

See [video recording](#) at 0:5:57 for this presentation.

Director of Community Relations and Communications Alisha Dodds summarized written public comment submitted by Sarah Oltman, Mary Jensen, and Misti Zerbin. Jonny Cooper, Deborah Holte, and Talor Kirk provided in-person public comment. All public comment statements are attached.

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BOARD BUSINESS

Bethel Education Foundation Update: Kristin King

See [video recording](#) at 0:22:15 for this presentation.

Slides for this presentation can be found [here](#).

Bethel Education Foundation (BEF) Executive Director Kristin King and President Anita Kolendar provided an overview of the organization's history, staffing, and priorities. They highlighted BEF's achievements, outlined future plans, and shared ways for people to get involved. They also announced an annual fundraiser scheduled for March 2025. BEF Office Coordinator Kristin Hiner was present in the audience.

Superintendent Sproles recognized Malabon staff present at the Board meeting and expressed sincere appreciation for their attendance, highlighting that their presence made a meaningful impact.

Financial Statement: Andrea Belz

See [video recording](#) at 0:39:42 for this presentation.

Slides for this presentation can be found [here](#).

Business Services Director Andrea Belz reviewed the October 2024 General Fund Operations financial statement showing an estimated Ending Fund Balance of \$8,639,784, and the 2021 General Obligation Bond financial statement as of October 31, 2024, showing an unallocated bond balance of \$23,384,968.61.

Superintendent Sproles and Ms. Belz provided an overview of potential budget challenges for the 2025-26 school year. They shared factors contributing to the anticipated statewide increase in PERS (Public Employees Retirement System) rates for 2025-27 and discussed how specific District factors may influence the rate increase. This information was reviewed and discussed with the Board.

Director Charles shared that during the recent OSBA Convention, a vendor remarked that Ms. Belz is considered one of the best CFOs they have worked with and is highly regarded across the state.

District Equity Committee Update: Remie Calalang

See [video recording](#) at 1:05:15 for this presentation.

Assistant Superintendent Calalang provided a brief update on the District Equity Committee, an advisory committee to the School Board. The committee will be implemented by September 2025.

Superintendent's Report

See [video recording](#) at 1:07:30 for this presentation.

Slides for this presentation can be found [here](#).

Superintendent Sproles provided updates on several key topics, including the potential purchase of a property on Dove Lane and the evolving vision for a Clear Lake Community Center. The goal is to create a vibrant hub that serves the Bethel community by offering essential services, supported by long-term funding, strong community partnerships, and a visioning team with potential Board representation. Meetings with potential funders and partners are ongoing. Recent discussions have focused on relocating the resiliency hub from Fairfield to Clear Lake. Superintendent Sproles noted that, with sustained funding and tenant fees from organizations, the center should not incur additional costs for the District.

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Legislative advocacy priorities were also outlined, focusing on accurate and adequate funding, including for Special Education, and accountability measures like alternatives to the Smarter Balanced assessment. Superintendent Sproles commented on the upcoming EEA breakfast, emphasizing the importance of focusing on these advocacy priorities when engaging with legislators.

Additionally, Superintendent Sproles addressed pressing issues such as declining enrollment and efforts to strengthen the Bethel brand, with the anticipated expansion at Danebo expected to support enrollment stability. The District is also working to meet the growing needs of students by increasing staff in schools and enhancing mental and behavioral health resources. Staff well-being and work-life balance were highlighted as areas for improvement, with District administration exploring ways to address these concerns, including teacher check-ins and rethinking existing structures and systems.

OSBA Updates: Vice Chair Zygaitis

See [video recording](#) at 1:36:28 for this presentation.

Vice Chair Zygaitis reviewed the OSBA resolution documents and discussed with the Board the three resolutions to be considered as action items at the December 11th Board meeting: (1) proposed changes to the OSBA dues schedule, (2) establishment of the Oregon School Board Members PRIDE caucus, and (3) amendments to the OSBA bylaws. Vice Chair Zygaitis also shared insights from the recent OSBA roadshow, which she attended with two other Board members. Director Jorgensen shared his impressions of the OSBA roadshow event, expressing dissatisfaction. Chair Clark requested a cost estimate and a summary of services the District receives from OSBA. The Board concluded by discussing the importance of ensuring ethical governance and transparent decision-making within any organization advocating for the District.

Policy Update, 1st Reading

See [video recording](#) at 2:04:14 for this presentation.

Assistant Superintendent Calalang reported on the following Board policies:

- GBEB – Communicable Diseases – *Updated to reflect new language*
- GBI – Gifts and Solicitations – *No changes*

CONSENT AGENDA

See [video recording](#) at 2:05:15.

Resolution No. 16 – Personnel Action

Motion: Robin Zygaitis moved, Curt Nordling seconded, to approve the Consent Agenda as specified below.

#	Name	Type	Description
1.	Carpenter, Miranda	Hire for 2024-25	Offer Extra Duty Contract for Assistant Basketball Coach @Willamette.
2.	Paulson, April	Resignation	Accept resignation effective December 28, 2024; position held: Resource Teacher @Shasta; 3 years at Bethel.

Motion Passed, 5-0

Absent: Debi Farr and Ashley Espinoza

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ACTION ITEMS

See [video recording](#) at 2:06:09.

Resolution No. 17 – Adopt policies GBI, JEA, IGBHA, and IGBI

Motion: Curt Nordling moved, Paul Jorgensen seconded, to adopt the following Board Policies:

GBI – Gifts and Solicitations

JEA – Compulsory Attendance

IGBHA – Alternative Education Programs

IGBI – Bilingual Education

Motion Passed, 5-0

Absent: Debi Farr and Ashley Espinoza

Resolution No. 18 – Authorize Enterprise Zone – School Support Fee

Motion: Robin Zygaitis moved, Curt Nordling seconded, to authorize an Enterprise Zone - School Support Fee of 15%. This fee will apply only to years 4 and 5 for a 5-year extended agreement to the Enterprise Zone. The Board clarified that this is the lowest possible percentage for the Enterprise Zone – School Support Fee and is in collaboration with Eugene 4J and Springfield Public Schools.

Motion Passed, 5-0

Absent: Debi Farr and Ashley Espinoza

INFORMATION AND DISCUSSION

See [video recording](#) at 2:08:00.

- A. Review OSBA Convention Learnings. The Board discussed the recent OSBA Convention, including insights and takeaways from the event, and the *Strategic Planning from the Boardroom to the Classroom* workshop presented by Chair Clark and Directors Espinoza and Nordling. Superintendent Sproles expressed gratitude to Assistant Superintendent Calalang for her support with the workshop and suggested a potential topic for a future presentation. Chair Clark also read Director Espinoza's written review of the OSBA Convention, as Director Espinoza was unable to attend the Board meeting.
- B. Ruby Bridges Walk to School Day, November 14
- C. Bagels with the Board, Friday, November 22, 7:30am, WHS Media Center
- D. Retiree Open House, Tuesday, December 10, 4:00 - 6:00pm, Cascade
- E. Bagels with the Board, Friday, December 13, 7:10am, Malabon
- F. EEA Legislative Breakfast, Saturday, November 16, 9:30am, EEA Office

BOARD ACTIVITY UPDATE

None

REVIEW OF NEXT MEETING: WEDNESDAY, DECEMBER 11TH @6:00 PM

- A. School Presentation: Prairie Mountain
- B. School Presentation: College Road Trip Review, WHS Counseling Team
- C. Financial Statement: Andrea Belz
- D. OSBA Election
- E. Superintendent's Report
- F. Board Policies up for Periodic Review

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ADJOURNMENT

There being no further business to bring before the Board, Chair Clark adjourned the meeting at 8:33 p.m.

Clerk – Kraig Sproles

jcb

Chair – Caleb Clark

November 13, 2024

Written public comment submitted for the November 13th Board Meeting:

From: Sarah Oltman <Sarah.Oltman@bethel.k12.or.us>

Sent: Tuesday, November 12, 2024 2:57 PM

To: Public Comment <publiccomment@bethel.k12.or.us>

Subject: Letter to the school board

Dear Members of the School Board,

I hope this letter finds you well. I am writing to you with a heavy heart and a sincere plea for more support in my school. As a second grade teacher, my greatest passion is teaching and helping my students grow, both academically and socially. Unfortunately, over the course of this school year, I have been struggling to meet the needs of my students due to a combination of high behavioral challenges and academic needs that I cannot address effectively on my own.

Soon, one-third of my class will have an Individualized Education Plan (IEP), and three students have extreme behavioral needs that make teaching difficult. These students have a variety of needs, including but not limited to social-emotional difficulties, impulse control issues, and sensory processing challenges. On a daily basis, I am faced with physical aggression, such as having my arm slammed in a door, as well as students throwing chairs, pencils, and break space fidgets at me. There have been multiple threats of violence when directions are given, and students have also been attacking one another, creating an unsafe and unstable learning environment.

In addition to these behavioral challenges, I also have a newcomer student and a student who is hard of hearing, which brings its own unique set of challenges in terms of providing individualized support and accommodations. I feel as though I am constantly triaging crises throughout the day rather than being able to proactively teach and foster a safe and productive learning space for all my students.

I have had multiple students request to be moved out of my classroom because of the unsafe behaviors exhibited by others. This is deeply concerning to me, as I am unable to prevent these behaviors from escalating in the way I would like to. The emotional toll this has taken on me is profound. I feel as though I am failing my students because I cannot provide the level of care, attention, and academic support that they deserve. I also feel personally defeated, as I am unable to give my students the kind of classroom experience that fuels my passion for teaching.

I have always known teaching to be a calling, and it is the only career I want. However, when I am overwhelmed by the constant demands of responding to behaviors and maintaining safety, I feel like I am not able to do my job effectively—and worse, I feel like I am failing my students. This is not the educator I want to be, and I know this is not the classroom my students deserve.

This is not a problem unique to me. Many other teachers at my building are facing similar issues. Malabon has a wonderful principal, teachers, staff, and behavior cadre members

who are all doing everything they can to support our students and each other. But it is not enough. We do not have enough trained staff to help students that could be regulated with planned breaks because those staff members are running around trying to support students with escalated and unsafe behaviors. We desperately need assistance to create a safe and effective learning environment for all our students.

I am committed to my students and to this profession, but I can no longer feel that this is sustainable or fair to my students. I need your help in order to continue to serve my students to the best of my ability, and I am hopeful that together we can find a solution to the challenges I and the other teachers at Malabon are facing. Thank you for taking the time to read this letter and for your consideration.

Sincerely,
Sarah Oltman
Second Grade Teacher
Malabon

From: Mary Jensen <Mary.Jensen@bethel.k12.or.us>
Sent: Tuesday, November 12, 2024 3:07 PM
To: Public Comment <publiccomment@bethel.k12.or.us>
Subject: Jensen-School Board Meeting Statement

Statement to the EEA Board

My name is Mary Jensen, and I am a Bethel baby. Having attended school in this district from kindergarten at Danebo through the Wallowa house at Shasta and on to graduate as a Wolverine, I developed a deep love for learning and helping others—values that I carry into my work as a kindergarten teacher today.

I'd like to think Bethel gave me that. Jean Kazlowski at Danebo, where I began spending my recess reading with students in her classroom, gave me that. Crystal Meyers-Perci, guiding me through every child development class Willamette had to offer before she could officially hire me on at the infant-toddler center, gave me that. Jenny Sink, putting me in just about every position an EA is allowed to do, gave me that.

It's a privilege to give back to the community that helped shape me into who I am. I feel a strong commitment to support our students, families, and fellow educators, especially as we face the challenges of today's classrooms. But standing in front of you today, I no longer feel the light. I am not ok.

I want to share my heartfelt concerns, not just for myself but for all of us who are trying to provide the best for our students. There was a time when I would enthusiastically say, "I have the best job in the world." I cherished my students, my classroom, and the opportunity to make a difference. Sadly, in recent years, that joy has been overshadowed by overwhelming challenges. This year has been particularly tough, and I often find myself feeling disheartened, questioning if this is the path I want to continue on. I am not ok.

Every day presents new hurdles, and the behaviors we encounter can be daunting—chairs and tables are tipped and thrown, students scream, and we often need to remove other children from the room to

keep everyone safe. In my class, there are eight students whose parents have expressed concerns about ADHD, and we also have four students on the autism spectrum. That's not to mention the three who are still in diapers and need a specified toilet plan. My educational assistant leaves my room three times a day per student on a toilet plan, spending roughly a quarter of her day on toileting needs alone. That means I'm left to navigate the rest of the classroom alone, while my EA is spending a large portion of her day completing duties that she did not originally sign up for. We are not ok.

While all of that is going on, the demands placed on us continue to grow. This year, we've introduced two new curriculums, changed how we structure our reading groups, and face an increase in observations. We are required to account for every moment of our day, to the extent that we're told to "borrow five minutes" from one subject to teach another. This leaves little room to respond to the unique and unpredictable needs of our students. Despite voicing our concerns, we feel that the focus remains on rigid schedules and curriculum adherence rather than the realities we face. We are not ok.

There's an urgency to our situation. While millions are spent on creating impressive school buildings, the emotional and educational turmoil happening inside these walls is often overlooked. Teachers cry daily, feeling the weight of the challenges, and students are in distress, covering their ears from the overwhelming noise in classrooms filled with over 30 kids. In this environment, the joy of learning is slipping away. Our classrooms are becoming places of distress, not discovery, and many teachers, including myself, are reaching a breaking point. We have repeatedly asked for help, and our concerns are not being taken seriously. Without immediate intervention, there is a real risk that dedicated educators will leave the profession altogether. We are NOT ok!

I urge the board to consider implementing resources like the Safe and Civil Schools program, which provides training and strategies to proactively manage classroom behavior. This could truly be a lifeline—offering us the tools we need to help our students thrive. Additionally, I want to highlight the recent donation from the Ballmer Institute to the University of Oregon, specifically aimed at supporting educators like us. This funding can be a valuable resource for professional development, equipping us with the necessary skills and strategies to better serve our students. We need your leadership in prioritizing funding for initiatives like Safe and Civil Schools and resources from the Ballmer Institute. With your support, we can turn this into a lifeline for our classrooms. We are not ok!

I want to believe in the work I do and the impact we can make together, but I need your support. We all do. So I am inviting anyone who would love to see what a current day in kindergarten feels like to come visit my classroom. I want you too see first hand what so many of our littles are experiencing both good and bad, then ask yourselves if this is what you hope your five year olds kindergarten learning environment would look like, because again, none of us are okay.

Let's work together to restore our classrooms to places of learning, safety, and kindness. Thank you for listening.

From: Misti Zerbin <misti.zerbin@bethel.k12.or.us>
Sent: Wednesday, November 13, 2024 12:00 PM
To: Public Comment <publiccomment@bethel.k12.or.us>
Subject: Malabon behavior

I'm new, so I don't have a lot of reference for what 'normal' is in a school setting, however; the situation as it stands in Malabon is not sustainable. As classified staff, we have neither the time to do our jobs properly, nor the staff to lean on for support. Multiple calls come in from multiple classrooms at once, several kids need toileting which takes up most of the day for just one person, several tier 3 behaviors in

classrooms are keeping staff and students from learning essential skills, and tier 3 student placement throughout the school is at a rate that impacts every student. Every day feels like a failure. Every day I leave feeling defeated. How can I find joy when every interaction feels so stressful and exhausting?

Good evening, members of the school board.

My name is Jonny Cooper and I am the Resource and Special Education teacher at Malabon Elementary school. I am also the step dad to a 3rd grade student at Malabon, a owner of two dogs and two cats. Please see me after the meeting if you are interested in seeing pictures... I have a lot of them. I come before you today to speak on behalf of our students and our amazing staff who are doing everything within their power to ensure the success and well-being of our students. Although I do not speak for our principal I would also like to take a moment to recognize Nathan for his hard work and dedication to our school. Many of us are here tonight because we believe in his leadership and vision for Malabon.

We are facing an increasing number of academic and behavioral challenges within our school, and unfortunately, we are doing so with limited resources and support. Despite the tireless efforts of our behavior team, teachers, and school admin, the needs of our students are outpacing the support we can provide.

Let me be clear: we have a committed team of professionals who are giving their all. Our behavior staff work relentlessly to provide interventions and support, and our principal is navigating the day-to-day challenges with a focus on both academic success and student safety. But even operating at peak efficiency, we find ourselves often overwhelmed. The needs of our students—whether academic, social-emotional, or behavioral—are simply too great for our current staffing levels and resources to fully address.

As a result, too many of our students are not experiencing the level of support that they need to be able to access their education. Some of them are struggling academically, while others are struggling with behaviors that disrupt their learning and frequently disrupt or shut down the learning of other students. We are doing our best to manage these issues, but there is only so much we can do without additional support.

That is where you all come into our picture. I urge you, members of the board, to visit our school. Come see firsthand what is happening in our classrooms, in our hallways, cafeteria, and with our students. It is one thing to hear about the challenges we face, and another to see them for yourselves. A visit will provide you with a better understanding of how critical this situation is and the urgent need for additional support.

Our staff and I believe students deserve the best education and environment possible to help them thrive, but right now, we are struggling to provide that. We are asking for your help in some very specific areas: **additional** qualified staff who have the abilities to support students before escalations occur, moving from triage to preventative practices AND **targeted** professional development opportunities for our current staff to be able to keep students and staff safe during escalations.

The staff at Malabon are doing incredible work, but without the tools and resources to match the growing demands, we are at a breaking point.

Together, my hope is that we can ensure our school remains a place where every child is supported, every student has the opportunity to succeed, and every staff member has the tools they need to make a difference. This vision is grounded in our commitment to being responsive to student needs, fostering a sense of belonging for all, celebrating learning at every turn, and implementing strong systems that empower both students and educators alike. By embracing these values, we can create an environment where everyone thrives.

Thank you for your time and consideration. We are counting on your support to help us meet the needs of our students, and we hope to welcome you to our school soon to see how you can make that difference.

Thank you.

Good Evening,

My name is Talor Kirk. For the past nine years, I've dedicated my career to elementary education within the Bethel School District. As a district early literacy coach and the vice president of our licensed union, I have the privilege of working closely with our dedicated staff across various schools, including Prairie Mountain, Irving, Malabon, and Fairfield.

While I may not reside within Bethel's boundaries, I am deeply committed to this community and the incredible children we serve. Our staff, from teachers to support personnel to administrators, are passionate about student learning and well-being. Yet, we face a growing challenge: the increasing needs of our students often surpass our current capacity.

The behavioral struggles our students exhibit are not new. They've been evident for years, exacerbated by rising class sizes, the ongoing impact of the pandemic, and a mismatch of funding to needs. To effectively address these needs, we must equip our staff with the necessary training and support.

Unfortunately, our current training models have fallen short in addressing the specific behavioral and social emotional needs of our students. As a result, our dedicated educators, while eager to help, often lack the necessary tools and knowledge to create safe and effective learning environments. They share over and over that they will do anything to help their students, they just need to be guided on what to do. The absence of adequate training has led to escalating student behavior issues, hindering both student learning and teacher well-being.

To ensure the success of our students and staff, we must prioritize investing in comprehensive training that equips educators with the skills to address the diverse needs of our learners. I invite the school board members to witness firsthand the challenges and triumphs within our schools, particularly in Malabon and Fairfield. By visiting these schools and others across the district, you can gain a deeper understanding of the urgent need for enhanced support and training.

I hope that EEA, the district, and the school board can work collaboratively to explore meaningful solutions and ensure that our staff have the resources they need to create positive and effective learning environments for all students.

Thank you for your time.

Esteemed members of the school board, fellow educators, and concerned parents,

My name is Debbi Holte, and I am proud to have been a part of the Bethel community since 1974. I attended Irving and Shasta and graduated from Willamette High School, as did my brother, sister-in-law, daughter, and nieces and nephews. For the past 20 years, I have had the privilege of serving the Bethel School District as a teacher in multiple grade levels at Irving, Danebo, and Malabon Elementary Schools. Most recently, I have transitioned into the role of Early Literacy Instructional Coach, supporting teachers at Meadowview and Irving last year, and currently at Fairfield and Malabon.

I stand before you this evening deeply troubled by the alarming rise of student behavior that disrupts and prevents learning, threatens safety, and undermines the very purpose of education. Even as an educator dedicated to building strong, positive relationships with students and implementing effective behavior management strategies, I have faced numerous challenges including classroom disruptions, room clearances, and, unfortunately, even physical assaults. However, the severity of the current situation compels me to speak here tonight.

Our classrooms are besieged by vulgar language, aggressive threats, and outright defiance where students engage in chaotic, destructive behavior, and gang up on the adults doing everything in their power to meet their emotional, social, behavioral, and academic needs. Our precious instructional time is squandered on endless cycles of disruption and de-escalation.

Our experienced teachers find themselves powerless to implement the evidence-based strategies they've honed. The sheer volume of challenging behaviors overwhelms our teachers', administrator's, and counselor's capacity to provide the support and guidance our students desperately need.

A vivid illustration of this crisis occurred last week. While redirecting students in the hallway, I was met with defiance and a verbal threat. As I persisted in de-escalation efforts, nearby students became increasingly agitated, yelling that I was stealing because I had confiscated an item that was being thrown. The first student proceeded to bang on door windows and yell at students within. I continued to block, calm, and move the student toward the office. The office, however, was similarly inundated with a kindergartener flipping chairs, a fourth grader standing on the front counter yelling profanity and directing my student to run out the other door, and a student elsewhere broadcasting profanity over our walkie-talkies. Meanwhile, our principal, counselor, and behavioral specialists were managing escalating behaviors in other areas of the school.

While removing my student from the office chaos, we encountered a classmate running down the hall throwing paper and kicking walls. This student proceeded to jump on the counter and draw a picture of a gun before again running down the hallway. As he headed toward the top of the stairs I put my arms straight out to the side saying, "I need you to be safe and turn back toward your classroom". He rammed into me knocking me down 3 or 4 steps. Luckily, I was able to grab the railing and regain my footing.

This incident is not an isolated occurrence, but rather a symptom of a systemic issue that demands immediate attention. This is how I spent $\frac{3}{4}$ of my day, and how our teachers, counselor, and administrator are spending most of theirs.

Our teachers are resilient, compassionate, and committed to the well-being of their students, as are administrators and specialists. They willingly sacrifice their own physical and mental health to make a difference, to help students learn and grow. However, when they feel as though they are part of a broken system, a system that fails to provide the necessary support and resources, their spirits inevitably wane.

Despite the challenges we face, I remain hopeful. I believe that with the right support and resources, we can overcome these obstacles and create a brighter future for our students. Thank you for your time and support.

	Actuals December 2024	Actuals YTD	Actual %	Projected %	Projected 2024-25 Totals	Adopted 2024-25 Totals	
General Fund Operations (Fund 100)							
Revenues	7,255,844	45,717,107			67,371,000	67,184,225	
Expenditures							
Salaries	3,110,278	13,537,641	38.00%	37.36%	35,622,991	35,622,991	
Employee payroll costs & benefits	1,862,706	8,280,450	36.64%	36.85%	21,998,712	22,598,712	
Purchased services	435,352	2,282,596	36.29%	40.27%	6,889,547	6,289,547	
Supplies	210,556	1,375,662	60.51%	52.76%	2,550,618	2,273,499	
Capital outlay	-	192,025	96.01%	33.18%	200,000	200,000	
Insurance/Dues/Other	9,131	933,088	80.65%	91.66%	1,157,021	1,157,021	
Interfund Transfers	-	600,584	54.20%	15.86%	1,108,111	1,108,111	
Total Expenditures	5,628,023	27,202,046			69,527,000	69,249,881	
					Beginning Fund Balance	10,865,963	10,705,440
					Operating Income / (Deficit)	(2,156,000)	(2,065,656)
					Estimated Ending Fund Balance	8,709,963	8,639,784
					Ending Fund Balance as Percentage of Expenditures	12.53%	

Title I-A Grant (Fund 237)

Expenditures						
Salaries	100,510	396,146			1,129,131	1,101,297
Employee payroll costs & benefits	66,265	262,323			743,378	751,662
Purchased services	667	2,004			5,956	5,956
Supplies	1,390	4,820			33,673	33,673
Insurance/Dues/Other	-	-			-	-
	<u>168,832</u>	<u>665,293</u>			<u>1,912,138</u>	<u>1,892,588</u>

Student Investment Account (SIA)

Expenditures						
Salaries	285,926	1,160,385			3,408,716	3,406,408
Employee payroll costs & benefits	164,814	671,233			1,976,288	2,156,240
Purchased services	155	4,496			64,000	64,000
Supplies	4,227	19,646			54,279	32,279
Insurance/Dues/Other	-	1,471			1,471	1,471
	<u>455,121</u>	<u>1,857,231</u>			<u>5,504,754</u>	<u>5,660,398</u>

High School Success (HSS - M98)

Expenditures						
Salaries	75,584	320,334			921,492	894,373
Employee payroll costs & benefits	42,947	179,062			522,591	521,104
Purchased services	-	-			-	-
Supplies	2,350	13,251			111,713	112,095
Capital outlay	-	-			-	-
Insurance/Dues/Other	7	389			389	-
	<u>120,887</u>	<u>513,035</u>			<u>1,556,185</u>	<u>1,527,572</u>

Bethel School District #52
2021 GO Bond \$99.3 Million PAR
As of December 31, 2024

	2024-25	
	Actuals	Projections
Beginning Fund Balance 7-1-2024	\$ 36,479,299.48	
Interest Earnings	\$ 205,951.59	
OSCIM Bond Sale Matching Grant	\$ 6,065,898.00	
Total Resources	\$ 42,751,149.07	
Projects:		
Bond Administration and Issuance costs	\$ 132,153.40	\$ 186,898.61
WHS Vocational Arts Building	\$ 464,397.95	\$ 100,404.97
New Maintenance Building	\$ -	\$ 879,809.42
New Cascade Middle School	\$ 2,717,292.00	\$ 574,168.71
CTE Building Project at KHS	\$ 137,017.44	\$ -
Technology Funds	\$ 90,691.61	\$ 779,187.44
District-wide Security Upgrades	\$ 43,368.01	\$ 3,638,331.66
Critical Infrastructure Projects	\$ 676,321.45	\$ 2,811,000.00
Textbooks and Curriculum	\$ 178,641.29	\$ 1,771,003.17
Replacement of roofs	\$ -	\$ 504,195.46
1.5% Solar Project Requirement	\$ -	\$ 198,153.00
Total Requirements	\$ 4,439,883.15	\$ 11,443,152.44
Balance Remaining	\$ 38,311,265.92	\$ (11,443,152.44)

Unallocated Bond Balance \$ 26,868,113.48
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BETHEL SCHOOL DISTRICT
EUGENE, OREGON

2025-2026 - Budget Calendar

JANUARY 22, 2025	Board Reviews Draft 2025-2026 Budget Calendar
FEBRUARY 26, 2025	Board Adopts 2025-2026 Budget Calendar
TBD	Appointment of New Budget Committee Members
APRIL 1, 2025	All budget materials due from buildings and departments/programs
APRIL 21, 2025	Submit notice to <u>Register Guard</u>
APRIL 27, 2025	Publish first notice of Budget Committee Meeting (<i>5 to 30 days prior to meeting</i>)
MAY 12, 2025	Budget Committee 'Orientation', 5:30 p.m. Proposed Budget Document/Budget Message presented to the Budget Committee First Budget Committee Meeting , District Office, 6:30 p.m.
MAY 14, 2025	Budget Committee Meeting at District Office, 5:30 p.m. Approval of Proposed Budget
JUNE 8, 2025	Publication of NOTICE OF BUDGET HEARING, FINANCIAL SUMMARY, and FUND SUMMARIES (<i>not more than 25 nor less than 5 days prior</i>)
JUNE 25, 2025	Public Hearing on Budget Enact resolutions adopting the budget, making the appropriations, and declaring the tax levy

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HUMAN
RIGHTS
CAMPAIGN
FOUNDATION



WELCOMING SCHOOLS

PK-12 Professional Development

Pre-Training Material

- + Participants are given access to pre-training material that provides foundational information as well as resources and activities to prepare participants for the live training.
- + The self-paced activities take 30-45 minutes and should be completed prior to the live training session.

Virtual and In-Person Training Sessions

- + Engaging and interactive 90-minute virtual trainings and 2 hour in-person trainings that provide strategies and practical skills to support an inclusive school environment.
- + Each session will be conducted by highly skilled Welcoming Schools certified facilitators.

Training Modules

Creating LGBTQ+ Inclusive Schools

Elementary and Secondary

- + Be able to better answer questions from students and families related to LGBTQ+ topics.
- + Learn how to develop LGBTQ+ inclusive classrooms and become familiar with LGBTQ+ terminology.

Intersectionality: School Practices with an Intersectional Lens

Elementary and Secondary

- + Explore the concept of intersectionality and how to use it as a framework that affirms students' intersectional identities such as race, ethnicity, gender, disability, LGBTQ+ etc.
- + Understand the impact of school policies and practices on students' experiences through an intersectional lens.

Creating Gender Inclusive Schools

Elementary and Secondary

- + Develop a framework for creating a gender inclusive school.
- + Be able to respond to challenging questions related to gender.

Preventing Bias-Based Bullying

Elementary and Secondary

- + Be able to foster ally behavior among students, staff and other adults.
- + Understand the critical need to proactively address the biased behavior that can lead to bullying.

Embracing All Families

Elementary Only

- + Learn the importance of seeing and embracing family diversity.
- + Be able to answer questions from students and families about the importance of welcoming all families in your school community.

Supporting Transgender and Non-Binary Students

Elementary and Secondary

- + Understand the critical need to create safe and supportive schools for transgender and non-binary students.
- + Be familiar with policies and best practices to support transgender and non-binary students.

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: **Nondiscrimination and Civil Rights**

Policy Number: **AC** Effective Date: **1/2025**

Date of Original Policy and Revisions: **10/11, 10/14, 11/16, 2/17, 12/17, 10/21, 6/22**

Cancels Policy No.: **N/A** Dated: **N/A**

Date of Next Review: **1/2028**

POLICY

The District **does not discriminate on any basis listed below and** prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's actual or perceived race¹ (see Policy JFCFA – Racial Harassment), color, religion, sex², sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The District prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel (see policy GBA); educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which patrons can communicate their concerns to the administration and the Board.

The Superintendent or designee shall appoint individuals at the District to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents/guardians, and staff with their names, office addresses, and phone numbers. The Board will adopt and the District will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees, and the public, and such procedures will be available at the District's administrative office and available on the home page of the District's website.

The District prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge; testified, assisted or participated in an investigation, proceeding or hearing and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. "Race" also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

² 34 CFR § 106.10 provides "discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity."

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The District will document and track:

1. All reports of discrimination received by the District and all responses to those reports issued by the District, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination³ required by OAR 581-021-0045; and
 - b. The District written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to District staff on civil rights issues in the District;
6. Respond to questions and concerns about civil rights in the District;
7. Coordinate efforts to prevent civil rights violations from occurring in the District; and
8. Satisfy the training requirements in OAR 581-021-0660 (2)-(3).

REPORTS

None.

ATTACHMENTS

None.

³ The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

END OF POLICY

LEGAL REFERENCES

ORS 174.100	ORS 659A.009	OAR 581-021-0045
ORS 192.630	ORS 659A.029	OAR 581-021-0046
ORS 326.051 (l)(e)	OAR 581-021-0047	OAR 581-022-2370
ORS 332.505	OAR 581-022-2310	OAR 839-003
ORS 659.805	ORS 659A.040	OAR 581-075-0901
ORS 659A.030	ORS 659.815	OAR 581-002-0001 - 002-0005
ORS 659.850 to 659.860	ORS 659A.103 to 659A.145	OAR 581-021-0650 - 0665
ORS 659.865	ORS 659A.230 to 659A.233	OAR 581-075-0001 - 075-0005
ORS 659A.003	ORS 659A.321	
ORS 659A.006	ORS 659A.409	
ORS 408.230	ORS 659A.236	
ORS 659A.001	ORS 659A.309	

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Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-6343 (2018); 29 C.F.R Part 1626 (2019).
Americans with Disabilities Act of 1990 / Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020/2024).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
~~Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).~~
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212(2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).
~~House Bill 2935 (2021).~~
~~House Bill 3041 (2021).~~

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**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: Early Entrance

Policy Number: JEB Effective Date: 1/2025

Date of Original Policy and Revisions: 2/89, 9/95, 5/00, 10/04, 4/07, 1/10, 11/12, 4/13, 8/16, 1/19

Cancels Policy: _____ Dated: _____

Date of Next Review: 1/2028

POLICY

Students, who are five years old on or before September 1, will be admitted to Bethel's kindergarten program. Students who transfer into the Bethel School District who have been enrolled in a certified kindergarten program in another District will be allowed to continue their kindergarten experience. After a student has met the age requirement to enter kindergarten, that student may be considered for promotion (see Administrative Rule).

The Board recognizes that some students who have not been previously enrolled in a public school can benefit from an early kindergarten placement. Therefore, the Board may allow early entry for a student who is sufficiently advanced to succeed in the educational program based on the student's:

1. Cognitive development (IQ testing)
2. Social development
3. Specific readiness skills

For students who will be five between September 2 and November 1, and the parents/guardians believe that the student is ready for school, the parents/guardians must notify the District of their intent to seek early enrollment before July 1. Specific requirements are established in Administrative Rule JEB.

The Board authorizes the Superintendent or designee to develop criteria and procedures to be used in evaluating the assessment results for early entry.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

[Bethel Administrative Rule JEB: Early Entrance \(includes Request For Early Kindergarten/First Grade Entrance Form\)](#)

[ORS 336.092](#) and [336.095](#): Free kindergarten facilities, required; admission of underage child

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: School Admissions

Policy Number: JEC Effective Date: 2/2025

Date of Original Policy and Revisions: 2/10, 3/14, 9/16, 6/17, 4/21

Cancels Policy: N/A Dated: N/A

Date of Next Review: 2/2028

POLICY

The Board is committed to providing an educational program for all students living in the District. The Board believes all students living in the District who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

Students, who are five years old on or before September 1, will be admitted to Bethel's kindergarten program.

A child is considered to be six years of age if the sixth birthday of the child occurred on or before September 1 immediately preceding the beginning of the current school term.

All new students must register in the office. Students enrolled in the District shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

Students located in the District shall not be excluded from admission solely because the student does not have a regular and adequate nighttime place of residence or solely because the student is not under the supervision of a parent/guardian.

Students located in the District shall not be excluded from admission where they are otherwise eligible, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The District may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education to receive a high school diploma or a modified diploma.

Students who attend a District school on an inter-district transfer, or were admitted prior to 2019 through open enrollment, are considered residents of the District.

Students living in the District who have attained the age of majority are considered residents of the District unless the student has transferred to another district via inter-district transfer or open enrollment.

Minor students living with a parent or guardian who resides in the District are considered residents of the District unless the student has transferred to another district via inter-district transfer or open enrollment.

Students who are in foster care¹ and who are placed in the District are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

Students who are military children² are considered resident of the District, if the District is the district of military residence³ for the military child. Parents/guardians of military students must provide proof of

¹ "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

Students whose parent or guardian voluntarily placed the child outside the child’s home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES/COMMENTS

[Bethel Administrative Rule JEC](#): School Admissions

[Bethel Policy JEB](#): Early Entrance

[Bethel Administrative Rule JEB](#): Early Entrance

Legal Reference(s):

[ORS 327.006](#)

[ORS 336.092](#)

[ORS 339.010](#)

[ORS 339.115](#)

[ORS 339.125](#)

[ORS 339.133](#)

[ORS 339.134](#)

[ORS 433.267](#)

[OAR 581-022-2220](#)

[Senate Bill 802 \(2019\)](#)

[Senate Bill 905 \(2019\)](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

² “Military child” means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

³ “School district of military residence” means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: Student Absences and Excuses

Policy Number: JED Effective Date: 1/2025

Date of Original Policy and Revisions: 5/07, 1/10, 10/11, 10/11, 11/14, 1/18, 1/20

Cancels Policy: JE Dated: 1/2010

Date of Next Review: 1/2028

POLICY

Maintaining regular attendance in all assigned classes is the responsibility of parents or guardians and students. A student's absence from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student;
2. Illness of an immediate family member, when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;
6. Medical (dental) appointments. Confirmation of appointments may be required;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify a parent or guardian by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

Schools will publish specific attendance rules and procedures annually in student handbooks.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

Legal Reference(s)

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marines Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

[ORS 109.056](#)
[ORS 332.107](#)
[ORS 339.030](#)
[ORS 339.055](#)

[ORS 339.065](#)
[ORS 339.071](#)
[ORS 339.420](#)
OAR 581-021-0046
OAR 581-021-0050
OAR 581-023-0006 (11)

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: Truancy

Policy Number: JEDA Effective Date: 2/2025

Date of Original Policy and Revisions: 10/16,

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 2/2028

POLICY

The Superintendent or designee will develop procedures whereby those students who are considered truant may be subject to the following penalties: detention; suspension and/or ineligibility to participate in athletics or other activities.

These procedures will be published annually for students, staff and parents/guardians.

REPORTS

None

ATTACHMENTS

None

END OF POLICY

Legal Reference(s):

[ORS 339.040](#) to -339.090

[ORS 339.240](#)

[ORS 339.250](#)

[OAR 581-021-0050](#) to -0075

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Release Time for Religious Instruction

Policy Number: JEFB Effective Date: 1/2025

Date of Original Policy and Revisions: 3/10, 4/14, 3/18

Cancels Policy No.: _____ Dated: _____

Date of Next Review: 1/2028

POLICY

A parent/guardian may consult with the building principal to determine days and times for their student to attend weekday schools giving instruction in religion. The building principal will make the final decisions on which days and times will be slated for the release of students.

Students will not be released to any person without approval from parent/guardian. A student who has attained the age of majority may, upon written request to the building principal, be excused from school for a period not to exceed five hours in any given week to attend a school giving instruction in religion.

Any cost of religious instructional release program, including transportation, shall be the responsibility of the guardian or the religious instructional program.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

[ORS 332.107](#)

[ORS 339.420](#)

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Student Conduct

Policy Number: JFC Effective Date: 2/2025

Date of Original Policy and Revisions: 1/84, 9/95, 5/00, 10/07, 2/10, 12/16, 1/22

Cancels Policy No.: JF Dated: 1/84

Date of Next Review: 2/2028

POLICY

It is essential that the school staff, students, and their families work as a team to achieve the desired educational goals and objectives. When students, by their actions, words, or deeds, violate the standards as set forth in the student conduct and discipline code, there are consequences. The goal of these consequences is to assist students in producing behavioral changes that are necessary to function successfully in educational and social environments. If the consequences are ineffective, then the District may authorize the suspension and/or expulsion of students.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and to maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student handbook, code of conduct or other document shall be developed by District administration and will be made available and distributed to parents/guardians, students and employees outlining student conduct expectations and possible disciplinary actions. In addition, each school in the District shall publish a student/parent/guardian handbook detailing additional rules specific to that school.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the District and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.¹

The District will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

¹ The District is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

REPORTS

None

ATTACHMENTS

None

END OF POLICY

REFERENCES / COMMENTS

[Bethel Administrative Rule JFC](#): Student Conduct Code

Legal Reference(s):

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 659.850](#)

[OAR 581-021-0050](#) to – 0075

Nondiscrimination on the Bases of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020). Tinker v. Des Moines Sch. Dist., 393 U.S. 503 (1969).

Hazelwood Sch. District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

Shorb v. Grotting and Powers Sch. Dist., Case No. 00CV-0255 (Coos County Circuit Ct.) (2000).

Ferguson v. Phoenix Talent Sch. Dist. #4, 172 Or. App. 389 (2001).

Morse v. Frederick, 551 U.S. 393, 127 S. Ct. 2618 (2007).

C.R. v. Eugene S.D. 4J, No. 12-1042, U.S. District Court of OR (2013).

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: **Suspected Sexual Conduct with Students and Reporting Requirements**

Policy Number: **GBNAA/JHFF** Effective Date: **2/2025**

Date of Original Policy and Revisions: **2/20, 9/24**

Cancels Policy No.: **JHFF** Dated: **12/09, 12/11, 1/14, 12/18**

Date of Next Review: **2/2028**

POLICY

Sexual conduct by District employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All District employees, contractors, agents, and volunteers, and students⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

“Sexual conduct,”⁵ means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer, and for which there is no sexual intent; verbal, written, or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent, or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the District, or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the District that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ **one calendar year** prior to the sexual conduct.

The District will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

¹ “Contractor” means a person providing services to the District under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the District in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the District in a manner that requires the person to have direct, unsupervised contact with students.

⁴ ~~Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.~~

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Any District employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another District employee, contractor, agent or volunteer, or that another District employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the Superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a District employee, contractor, agent or volunteer, the administrator will follow procedures established by the District and set forth in the District's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a District employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the District will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a District contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the District and the District will take necessary actions to ensure the student's safety.

The District will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the District as a result of the report.

A District employee, contractor or agent will not assist another District employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the District employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the District from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a District employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the District or any District employee, contractor, agent or volunteer.

The District will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the District, the following:

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on District employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All District employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the District will be appropriate and only when directed by District administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use District e-mail using mailing lists and/or other internet messaging approved by the District to a group of students rather than individual students or as directed by District administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the District is prohibited.

The Superintendent shall develop administrative regulations to implement this policy and to comply with state law.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.370 - 339.400](#)
[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

~~House Bill 4160 (2024).~~

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**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Subject: **Suspected Sexual Conduct with Students and Reporting Requirements**

Policy Number: **JHFF/GBNAA** Effective Date: **2/2025**

Date of Original Policy and Revisions: **2/20, 9/24**

Cancels Policy No.: **JHFF** Dated: **12/09, 12/11, 1/14, 12/18, 2/20**

Date of Next Review: **2/2028**

POLICY

Sexual conduct by District employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All District employees, contractors, agents, and volunteers, and students⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

“Sexual conduct,”⁵ means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written, or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent, or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the District, or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the District that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ **one calendar year** prior to the sexual conduct.

The District will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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⁴ ~~Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.~~

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

Any District employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another District employee, contractor, agent or volunteer, or that another District employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/ GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the Superintendent is the alleged perpetrator the report shall be submitted to the Human Resources Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a District employee, contractor, agent or volunteer, the administrator will follow procedures established by the District and set forth in the District's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a District employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the District will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a District contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the District and the District will take necessary actions to ensure the student's safety.

The District will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the District as a result of the report.

A District employee, contractor or agent will not assist another District employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the District employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the District from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a District employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the District or any District employee, contractor, agent or volunteer.

The District will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the District, the following:

1. A description of conduct that may constitute sexual conduct;

**BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT**

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on District employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All District employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the District will be appropriate and only when directed by District administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use District e-mail using mailing lists and/or other internet messaging approved by the District to a group of students rather than individual students or as directed by District administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the District is prohibited.

The Superintendent shall develop administrative regulations to implement this policy and to comply with state law.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.370 - 339.400](#)
[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
~~House Bill 2136 (2021).~~
~~Senate Bill 51 (2021).~~
~~House Bill 4160 (2024).~~

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January 22, 2025

RESOLUTION NO. 24-25: 28

RESOLUTION: CONSENT AGENDA/PERSONNEL ACTION

The Board of Directors, School District No. 52, Lane County, approves personnel action involving licensed employees and extra duty contracts at each regularly scheduled School Board meeting. If the Board of Directors would like to discuss any of these recommendations in executive session, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Remie Calalang is available for questions.

RECOMMENDATION:

It is recommended that the School Board approve the Consent Agenda as reflected in this resolution and any addendum presented along with this resolution.

#	Name	Type	Description
1.	Gregory, Cindy	Resignation	Accept resignation effective February 12, 2025; position held: Resource Teacher @Willamette; 7 years at Bethel.
2.	Howard, Joceline	Resignation	Accept resignation effective the end of the 2024-25 school year; position held: Health Teacher @Willamette; 7 years at Bethel.

Recommended by: Remie Calalang, Assistant Superintendent

ATTEST _____
 Clerk – Kraig Sproles

 Chair – Caleb Clark

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Drae Charles				
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Curt Nordling				
Robin Zygaitis				

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January 22, 2025

RESOLUTION NO. 24-25: 29

BE IT RESOLVED, That the Board of Directors, School District No. 52, Lane County,
hereby adopts the following Board Policies:

- JFD: Student Gender Identity and Expression**
- JEB: Early Entrance**
- JED: Student Absences and Excuses**
- JEFB: Release Time for Religious Instruction**

ATTEST _____
Clerk – Kraig Sproles

Chair – Caleb Clark

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Curt Nordling				
Robin Zygaitis				
Dræe Charles				

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BETHEL SCHOOL DISTRICT #52
BOARD OF EDUCATION POLICY STATEMENT

Subject: Student Gender Identity and Expression

Policy Number: JFD Effective Date: 1/2025

Date of Original Policy and Revisions: 5/16

Cancels Policy: _____ Dated: _____

Date of Next Review: 1/2028

POLICY

The District believes that all students deserve to be safe. Students who express or identify differently than their gender assigned at birth should not experience exclusion, discrimination, harassment, and/or bullying. The District is entrusted by the community to provide a welcoming, safe, and inclusive learning environment for all students which may require supports to help ensure their physical, psychological, and educational well-being.

Federal law, Oregon law, and Bethel Board policy require equal opportunity in education, and prohibit discrimination on the basis of gender identity and expression.

The Superintendent or designee is responsible for developing appropriate administrative regulations, procedures and/or guidelines for implementation of this policy in order to create a welcoming, safe, and inclusive learning environment for every student; to promote physical and psychological safety of students who express or identify differently than their gender assigned at birth; and to affirm the right of every student to an equal educational opportunity and respectful treatment in their own gender identification and expression.

REPORTS

None.

ATTACHMENTS

None.

END OF POLICY

REFERENCES / COMMENTS

[ORS 174.100](#)
[ORS 339.356](#)
[ORS 332.107](#)
[ORS 659.850](#)
[OAR 581-021-0045](#)

Policy [AC](#), [GBO](#), [JB](#), [JFCF](#)

[Supporting Gender Expansive Students - Guidance for Schools \(Oregon Department of Education\)](#)

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January 22, 2025

RESOLUTION NO. 24-25: 30

BE IT RESOLVED, That the Board of Directors, School District No. 52, Lane County, hereby authorizes the approval of the Lane ESD 2025-27 Local Service Plan - Year One and requests Lane ESD to provide the services described during the 2025-26 (year one) fiscal year in accordance with ORS 334.175.

ATTEST _____
Clerk – Kraig Sproles

Chair – Caleb Clark

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Drae Charles				
Robin Zygaitis				
Curt Nordling				

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January 22, 2025

RESOLUTION NO. 24-25: 31

BE IT RESOLVED, That the Board of Directors, School District No. 52, Lane County, hereby authorizes the Superintendent to enter into an agreement with Lane County to designate the Clear Lake facility as a Resilience Hub.

ATTEST _____
Clerk – Kraig Sproles

Chair – Caleb Clark

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Curt Nordling				
Robin Zygaitis				
Drae Charles				

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January 22, 2025

RESOLUTION NO. 24-25: 32

BE IT RESOLVED, that the Board of Directors, Bethel School District No. 52, Lane County, hereby declares the following positions open on the Budget Committee and calls for applications to be submitted to the Bethel District Office by February 18, 2025, at 4:00pm. Appointments will be made at a future Board of Directors meeting.

POSITION	CURRENT MEMBER	TERM
#1	James Manning, Jr. (open)	3-year
#2	Erin Zygaitis (open)	3-year
#5	Alan Laisure (open)	3-year

ATTEST _____
 Clerk – Kraig Sproles

 Chair – Caleb Clark

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Ashley Espinoza				
Paul Jorgensen				
Caleb Clark				
Drae Charles				
Robin Zygaitis				
Curt Nordling				

BETHEL SCHOOL DISTRICT #52

4640 Barger Drive • Eugene, OR 97402-1297

541-689-3280

COMMITTEE APPLICATION

Name of Committee _____

Applicant's Name _____ Phone _____

Address _____

Email Address _____

Occupation _____ Are you a registered voter? YES NO

Do you reside within the Bethel School District boundaries? _____ How Long? _____
(If additional space is needed, please use reverse side.)

Briefly state your reasons for applying for this position _____

What (if any) are your goals and priorities for this committee? _____

Special interests or qualifications _____

Thank you for your interest in serving the children of our community. All appointments to advisory committees are made by the School Board as vacancies occur. The Board appreciates the opportunity to meet applicants before appointments are final, but this is not a requirement to serve.
Please return this form to the District Office by February 18, 2025, at 4:00pm.

Signature of Applicant _____



January 22, 2025

RESOLUTION NO. 24-25: 33

BETHEL SCHOOL DISTRICT

A RESOLUTION TO ACCEPT FY 2024 AUDITED FINANCIAL STATEMENTS

ANNUAL COMPREHENSIVE FINANCIAL REPORT FOR THE YEAR ENDED JUNE 30, 2024

The District’s financial report for the year ended June 30, 2024, can be accessed on the Bethel website at https://www.bethel.k12.or.us/wp-content/uploads/2025/01/PDF_Bethel-School-District-No.-52_0624_FINAL.pdf

The Governance Letter, issued by our independent audit firm REDW LLC is included with this resolution and provides the Board of Directors with a concise overview of the results of the fiscal year 2024 audit process. In summary:

BE IT RESOLVED, that the Board of Directors accepts receipt of the Annual Comprehensive Financial Report for the year ended June 30, 2024.

SUMMARY OF AUDITOR’S RESULTS

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:	Unmodified
Internal control over financial reporting:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major federal programs:	
• Material weakness(es) identified?	No
• Significant deficiency(ies) identified?	None reported
Type of auditor’s report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)?	No

Identification of major federal programs:

<u>Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.027, 84.173 84.425	Special Education Cluster (IDEA) Education Stabilization Fund

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? Yes

FINANCIAL STATEMENT FINDINGS

None.

FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None.

ATTEST _____
Clerk – Kraig Sproles, Superintendent

Chair – Caleb Clark

MOVED BY _____

SECONDED BY _____

DATE _____

RESOLUTION: *Passed / Failed*

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				
Paul Jorgensen				
Ashley Espinoza				
Caleb Clark				
Drae Charles				
Robin Zygaitis				
Curt Nordling				